



**2019-2020 Charter School Program High Quality Replication Grant**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019**

NOGA ID

Authorizing Legislation

**P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time



Grant period from **July 1, 2019 – August 31, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **UME Preparatory** CDN **057845** Vendor ID **26-1143407** ESC **10** DUNS  
Address **3838 Spur 408** City **Dallas** ZIP **75236** Phone **(214) 445-6243**  
Primary Contact **Kayla Smith** Email **kayla.smith@umeprep.org** Phone **(214) 445-6243**  
Secondary Contact **Ginger Stafford** Email **ginger.stafford@umeprep.org** Phone **(214) 445-6243**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Kayla Smith** Title **Superintendent**

Email **kayla.smith@umeprep.org** Phone **(214) 445-6243**

Signature  Date **04/29/2019**

Grant Writer Name **Dynamic Support Solutions** Signature  Date **04/29/2019**

☐ Grant writer is an employee of the applicant organization. ☒ Grant writer is **not** an employee of the applicant organization.

**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To provide financial assistance for the planning, program design, and initial implementation for UME Preparatory to expand from its existing locations for opening a new campus in the Arlington, TX area in August of 2020.	CSP High Quality Replication grant funds will be utilized to fund the planning, curriculum design, and recruitment of teachers and students to open a new high quality charter school in Arlington, TX by August 31, 2020.
To offer a high-quality charter school to families in the Arlington, Texas area who want to improve the academic performance of their students through the University Method of Education preparatory school	To provide approximately 100 students currently attending an IR (Improvement Required (IR) elementary campus from Arlington ISD the opportunity to apply for enrollment at UME Preparatory's new Arlington, TX campus, scheduled to open on August 31, 2020 in Arlington, TX
Arlington ISD currently serves approximately 58,800. Arlington, TX currently has only 7 open-enrollment charter schools serving approximately 6,300 students providing a public school choice option.	UME Preparatory plans to open a third location in Arlington, TX near Pioneer Parkway and Fielder Road, opening in August of 2020, serving grades Kindergarten through 8th grades. Each grade will support/ 4 sections, with the University Method of Education that has proven successful in Dallas.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31, 2020, UME Preparatory will enroll 100% of the planned capacity of the new school (704 students) in grades Kindergarten through 8th grade and be fully staffed with 36 fully certified Teachers serving these grades at the new Arlington, TX campus. To ensure a successful start of the new campus, UME intends to utilize a majority of the grant funds on planning and implementation activities up to the first 30 days of school operations. A "Year 0" Principal will be hired within the first quarter to allow for time to shadow the current UME Preparatory Principals, develop curriculum, and oversee the site preparation of the new school. The "Year 0" Principal will also be able to bring in the "Year 0" Assistant Principal in the second quarter, in order to help hire staff and oversee the recruitment of students through the online lottery.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By October 31, 2019, UME Preparatory will hire the Year 0 Principal to begin the planning and curriculum design to begin implementation activities to open the school by August 2020.

By October 31, 2019, UME Preparatory will develop new online applications created for a planned capacity of 704 new students in grades Kindergarten through 8th grade, opening in August 2020. The online applications will go live on January 20, 2020 for new applications for the Arlington, Texas location.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By March 31, 2020, UME Preparatory will hire the Year 0 Assistant Principal, a Year 0 PEIMS Coordinator, and Year 0 receptionist to begin the planning and student recruitment and teacher professional development to support implementation activities to open the school by August 2020.

By March 31, 2020, UME Preparatory will have conducted its online lottery and offered enrollment to 704 new students in grades Kindergarten through 8th grade, for the new Arlington school. The application window will run from approximately January 20, 2020 through February 28, 2020. Spaces for the new Arlington school will be filled through a lottery system, with planned capacities as follows: K (64), 1st (72), 2nd (72), 3rd, (80), 4th (80), 5th (80), 6th (80), 7th (88), 8th (88).

**Third-Quarter Benchmark**

By August 31, 2020, UME Preparatory will have enrolled at least 100% of the planned capacity of 704 scholars in grades Kindergarten through 8th grade.

By August 31, 2020, UME Preparatory will have hired 100% of the planned 36 teaching positions for the new campus.

By August 31, 2020, UME Preparatory will have utilized 100% of the CSP Replication grant funds for planning and implementation.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

UME Preparatory New Campus will follow the same rigorous assessment schedule for the UME school network which reports student results for timely intervention low academic performance while offering challenging learning for other students.

Assessment	Frequency
Locally Developed Assessment	August, January, April
Common Formative Assessments	October, March
End of Course/STAAR	October, April, May

At the end of each class, teachers issue an exit ticket to assess what students understand from the daily lesson and to identify any areas requiring clarification or re-teach. Teachers can target specific students (individually or in small groups) and plan for intervention lessons also.

Data analytics not only drive personalized learning for students, but also for teacher development. The Eduphoria AWARE system integrates many sources of data for teachers, leaders, and instructional coaches to monitor connections between instruction and student learning as well as school performance. As a team, faculty, leaders, and staff will be expected to adjust their strategies to successfully meet the goal of all students mastering the necessary academic skills. The UME Superintendent and Campus Principals of UME Preparatory meet monthly to review student and school progress and the Board reviews performance trends across all UME Preparatory schools.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
  - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
  - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
  - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
  - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
  - c. annually publish its authorizer policies;
  - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
  - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
  - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

**Statutory Requirements**

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The charter holder or sponsoring entity, UMEP Inc., has a contract with the Texas Education Agency to operate a charter under the name UME Preparatory. The TEA has authorized the expansion of the charter through amendments to expand to serve (up to 4,000) students in other surrounding counties listed in the original Generation 16 charter. The contract between UME and the TEA requires UME to comply with federal and state laws and related rules as specified in the contract. UME Preparatory meets the federal definition of a charter school, as outlined in Attachment 1 of the High Quality Charter Replication grant application.

The UMEP Board of Directors is the governing body for all schools under the charter, including the new Arlington school. The UMEP Board has the legal responsibility for overall accountability and performance of the charter schools it operates, including the final authority on legal obligations, approval of the financial audit and other duties and obligations set out in Chapter 12 of the Texas Education Code. The governing board exists to provide support to the schools in goal setting, performance monitoring, and in building parent and community relations.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The charter holder is responsible for the performance of all schools in its expanded charter and a separate performance agreement is not required as part of the charter agreement. As such, there is no separate performance agreement to submit as part of the high quality designation from TEA and UME Preparatory requests the High Quality designation on its own merits, based on the Charter FIRST rating, the 2018 Texas Accountability Information System, which resulted in an "A" rating in both Charter First and for the state accountability rating for the 2018-19 school year.

UME Preparatory has requested approval of High Quality Charter designation amendment on April 1, 2019 along with the charter expansion amendment submitted earlier on March 27, 2019 and has submitted these along with board minutes as Attachment 3 with the grant application. UME has requested the High-Quality Campus Designation for the 2019-2020 school year, in accordance with TAC, §100.1033(b)(13) High-Quality Campus Designation to be eligible for this grant.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The new school will receive the majority of its funds from the TEA (FSP funding) which is based on the student membership and attendance of the new school. The budget projected for the new school, based on prior start up experience as well as the projected demand for this school, shows that after the first year of operation, the new school will have sufficient funds to be self-sustaining with the FSP funding and other expected federal revenue (title programs and special education funding). UME also may seek out private sources of funding to supplement state revenues to provide additional funds for the school. The UME central administration team, which supports all UME schools, will continue to provide services in the areas of human resources, finance, facilities management, compliance reporting, external affairs, technology, child nutrition, academic services, development and legal. UME central administration also contracts with Region 10's shared service arrangement for administration of federal funds. "Year 0" school staff will be hired for planning and implementation of grant activities and measurable outcomes, especially those around staff hiring, training, and student recruitment.

**Statutory Requirements**

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

UME leaders met with families in the community and presented an expansion amendment to UME's board to discuss school options and the location of a new school. An internal planning team was created to assess: PEIMS data for area schools with respect to overall performance and ratings, UME's waiting lists, TAIS reports on graduation rates of local high schools, school choice options in the community, census population data - number of school age children and demographics, and local income, education and growth trends. A Community Parent University was facilitated on February 23, 2019 with community members from the Dallas and Desoto communities. Small group discussions were facilitated around UME as a school choice, community assets available to support the school and families, and gather ideas for serving the children in neighboring communities of Grand Prairie and Arlington. At least four AISD elementary schools and 1 charter school, near UME's proposed new Arlington campus are IR schools for 2018-19 school year. There is also a charter school in the area that may be relocating, and families in the community may seek a school choice option with a proven record of success (UME Preparatory) instead of moving with the charter school or returning to their local AISD campus.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

UME's central administration team reviewed local school performance to design an effective and unique academic program to the future UME Preparatory new K-8 students. The teams considered long-term planning for the fully built-out primary school by 2020 that will become UME's new campus.

UME Preparatory will hire promising and high-performing leaders and teachers who will use best practices in primary instruction to ensure every student will rise to the academic rigor of the University Method of Education. During the eighteen month CSP start-up period, leaders will focus on hiring qualified teachers and planning the professional development needed to implement UME's instructional model to produce college- and work-ready graduates and to offer parents time and training so that they will have enhanced opportunities to strengthen their families as they exercise greater influence over the spiritual, intellectual, and emotional growth of their children.

The new school leader(s) will be the most critical part of replicating a high quality charter school, and CSP Replication grant funds will be utilized to provide a "Year 0" for the new Principal, to allow ample time for teacher selection, planning of curriculum, and professional development opportunities. A "Year 0" assistant principal will be added after January 1, 2020 in order to assist with the new school site preparation and to help lead student recruitment efforts. Additional support staff will be hired to support the planning and implementation of planned grant activities and measurable objectives.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

To build parent commitment and support, the school staff will regularly meet and discuss with parents to address any concerns and to keep them advised of their student's progress. Parents will also have access through Skyward's Parent Portal to view their student's grades as often as they choose. For the community, the school will host an annual town hall with the Superintendent and Chief Executive Officer and the school leadership to share results, discuss areas of focus and receive feedback from parents and the community at large.

If eligible as a Title I campus, UME Preparatory will comply with all Parent & Family Engagement requirements as outlined in the Every Student Succeeds Act, including conducting an Annual Title I meeting, school parent compacts, and campus parent involvement policy. UME Preparatory also employs a Parent Equipping Coordinator to assist families with accessing the Skyward Parent Portal, conducting Parent Universities, and collecting feedback from families regarding school activities and operations.



**Statutory Requirements**

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

Not Applicable- As an open enrollment public charter school, UME Preparatory does not provide transportation to any of it's students. Parents are responsible for providing transportation to and from the school and any activities.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

At this time, UME Preparatory does not anticipate a need to apply for any waivers of any Federal statutory or regulatory provisions that are necessary for the successful operation of the charter school. However, depending on the demographics of student enrollment (as determined by a lottery), if UME Preparatory determines that there are sufficient numbers of limited English proficient students for bilingual instruction, a waiver for a bilingual program may be requested only if necessary to comply with the state of Texas requirements of Chapter 89 of the Texas Education Code.

**TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):**

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

UME's leadership teams reviewed existing school performance to design at an effective and unique academic program to the future UME Preparatory new K-8 students. The team considered long-term planning for the fully built-out primary school by 2020 that will become UME's new campus. UME Preparatory will hire promising and high-performing teachers and leaders who will use best practices in primary instruction to ensure every student will rise to the academic rigor of the University Method of Education. During the eighteen month CSP start-up period, faculty and UME Preparatory teachers will be asked to complete specific professional development by August 31, 2020 to ensure every student receives the support necessary to reach individual academic goals. The training may include: Classroom Management, Training, Blended Learning Strategies, Sheltered Instruction Observation Protocol, Special Education requirements, Data Driven Instruction, and English Language Proficiency Standards. Teachers will gain access to training and instructional tools and materials via Region 10's shared service arrangement, a "train to trainer" model may be used to provide customized training, and contract trainers will deliver training on campus during professional development days. Data from instructional observations (planned and random) will be used to differentiate teacher development during the school year. The new school leaders will participate monthly in the PD activities in "Year Zero" to ensure integration in 2020.



**Statutory Requirements****TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

UME Preparatory's use of data to ensure student success and proper instructional processes has been key to UME's success to date with its existing schools. As the new school develops, student assessments will be regularly administered, and the school director and faculty will meet as a team to evaluate data from assessments and identify areas for re-teaching and eligibility for special programs of instruction. All records are requested at the time of enrollment, so that students may be provided appropriate services. UME Preparatory has approved policies & procedures for special education so that all students qualified for special education services will be served as required by state and federal requirements. In addition, new students are screened with a home language survey, and identified students are assessed with an approved oral language proficiency test to determine EL status and ESL eligibility with signed parent permissions. LPAC committee determinations as required by TEC Ch. 89. Appropriate state assessments are administered as required for these programs.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The UME central administration, which supports all UME schools, will continue to provide services in the areas of human resources, finance (through Dynamic Support Solutions), facilities management, compliance reporting, external affairs, technology, child nutrition, academic services and legal. UME Prep has engaged Sutton, Frost, & Cary, LLP as the independent auditor to provide the annual audit, and will engage in a separate audit for any single program audits and separate campus audits as required.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The UME central administration, which supports all UME schools, will continue to provide services in the areas of human resources, finance, facilities management, compliance reporting, external affairs, technology, child nutrition, academic services and legal. UME Preparatory engages the services of Dynamic Support Solutions to provide school business operations in the areas of Accounting, Procurement, and PEIMS. UME Preparatory uses the Skyward from IS Corp to report on finance information systems, HR information systems, and student information systems. UME Preparatory maintains documentation for the policies & procedures for each of these systems to ensure compliance with state & federal regulations, as well as to ensure data integrity of the reporting systems.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

UME Preparatory utilizes Dynamic Support Solutions to provide school business operations services, including budgeting, accounting, finances, and PEIMS reporting. Dynamic Support Services also provides technical support for federal programs such as Title I, Title II, and IDEA-B to help ensure compliance with state and federal requirements. In addition, UME Preparatory participates in a shared services arrangement with Region 10 to provide fiscal management and compliance with federal programs. For 2019-20, UME Preparatory will be utilizing an online district and campus improvement planning tool called Plan4Learning through Region 10, which will also be used for the new Arlington campus in August of 2020.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized															

Not Applicable - No students will be served during the 2019–2020 school year. ☒

Total Staff		Total Parents		Total Families		Total Campuses	
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2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	0	64	72	72	80	80	80	80	88	88					704
Total Staff	40	Total Parents			520	Total Families			410	Total Campuses				1	

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Not Applicable - No students will be served during the 2019–2020 school year. ☒

Total Staff		Total Parents		Total Families		Total Campuses	
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4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Arlington ISD	Short Elementary	220-901-123
2.	Arlington ISD	Speer Elementary	220-901-112
3.	Arlington ISD	Patrick Elementary	220-901-162
4.	Arlington ISD	Anderson Elementary	220-901-160
5.	Newman International Academy	Fort Worth	220-817-004
6.			

Not Applicable - No students will be served during the 2019–2020 school year. ☒

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$185,000

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$215,000

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

\$400,000

**PAYROLL COSTS (6100)****BUDGET**

Principal (Year 0)- to be hired after July 1, 2019 to support planning and first 30 days of implementation

\$75,000

Asst. Principal (Year 0) to be hired after March 1, 2021 to support planning and hiring of staff

\$15,000

PEIMS Coordinator (Year 0) to be hired after March 1, 2021 to support planning and implementation

\$10,000

Receptionist (Year 0) to be hired after May 1, 2021 to support student recruitment and hiring

\$5,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Community Information and Student Recruitment (radio, billboard, direct mailings, etc.)

\$15,000

Recruitment Costs for new teachers (online recruitment sites)

\$2,000

ESC Regions 10 &amp; 11 (on-site and off-site PD activities)

\$2,000

**SUPPLIES AND MATERIALS (6300)**

Workroom Equipment (laminators, paper cutters, poster makers, etc.)

\$11,000

Staff Computers (approx. 40 @ \$500 each)

\$20,000

Student Chromebooks (approx. 250 @ \$200 each)

\$50,000

**OTHER OPERATING COSTS (6400)**

Travel and Related Professional Development costs

\$5,000

**CAPITAL OUTLAY (6600)**

Classroom Furniture (desks, chairs, bookshelves, teacher desks, carts)

\$130,000

IT Servers &amp; telecom equipment (servers, phones, wireless access, etc.)

\$60,000

**TOTAL BUDGET REQUEST** \$400,000